DOCUMENT RESUME

ED 177 151 SP 014 906

AUTHOR Baptiste, H. Prentice, Jr.
TITLE Multiculturalizing Teacher Education at the University of Houston.
PUB DATE 2 Mar 79
NOTE 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, February 27-March 2, 1979)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education; Curriculum Development; Faculty Development; *Multicultural Education; Performance Based Teacher Education; *Preservice Education; *Program Development; Teacher Education

ABSTRACT

The prime considerations used in developing a multicultural teacher education program are discussed. The assembling of a faculty not only knowledgeable in concepts and strategies of multiculturalism but also composed of individuals of different ethnic and racial backgrounds was the first priority. The curriculum was developed along state certification guidelines and was based on the competency based system. A description is given of how students move through this program and the philosophy underlying developmental decisions is presented. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Multiculturalizing Teacher Education at the University of Houston*

H. Prentice Baptiste, Jr.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Prentice Baptiste Jr.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED177151

In implementing at the University of Houston a Multicultural/Bilingual (M/B) program[1] which met particular NCATE standards, several considerations were deemed necessary.

One of the most important of these, of course, was the assembling of a faculty knowledgable of the skills, concepts and strategies of multiculturalism. The core of the establishment of a Multicultural/Bilingual Education Program at any particular university, attempting to meet the NCATE standards is the identification either on its campus or elsewhere of a faculty which can communicate the kind of knowledge and the philosophy that is best suited to its particular needs. The faculty at the University of Houston which serves as a core for this, is a group of five faculty members and approximately six doctoral students. We are fortunate in that we do have a doctoral program in Multicultural/Bilingual Education, with majors in Multicultural Education, Ethnic Studies, or Bilingual Education with Spanish as the second language.

It is my belief that the faculty must be diverse, that is, what a university is attempting to communicate to its students, to its teachers, to the community and to the school districts, should be practiced on its campus. It must exemplify what it explicates. The diverse faculty that makes up the core of our program represents blacks, whites, and browns, both males and females. This is important because one is not only dealing with basic kinds of knowledge but also

---

*Presentation at American Association of Colleges for Teach. Ed. 1979 Annual meeting. 3/2/79

SP 014906

---

[1] For further information on the program at the University of Houston with regard to the issues and problems with which one must deal to institute a philosophy for a multicultural/bilingual program see "Multicultural Education Evolvement at the University of Houston," in the AACTE publication Pluralism and the American Teacher: Issues and Case Studies, 1977.

with attitudes, feelings and group perspectives which becomes very important in establishing a successful program.

With regard to curriculum at the University of Houston, the M/B program focuses on both the graduate and undergraduate levels and meets the requirements for certification. Part of the impetus for the development of this program came from State certification guidelines. Within the State of Texas, the Texas Education Agency has mandated that all teachers, preservice and inservice, seeking certification must have multicultural experiences. How the colleges and universities interpret or translate those experiences becomes important. They may be translated in terms of courses or not in terms of courses.

In addition to the degrees at the doctorate and masters levels in Multicultural/ Bilingual Education, courses are provided for students with majors in other departments within the College of Education. Some of these courses are considered to be general in nature while others are highly specific and deal with research or curriculum development within this area.

Possibly one of the most important aspects of the M/B program is that component for the undergraduates, where we have a large number of preservice teachers. Furthermore, this is where a major portion of our training takes place. At the University of Houston we utilize a Competency Based Delivery System. However, one must work within and utilize his/her own particular delivery system. This will effect what one does and intends to do.

Working within the Competency-Based System we first identified what we considered to be a set of twenty-one generic competencies for all teachers. Within this set the multicultural specialists of our faculty have included those multicultural competencies and their objectives which we believe all teachers should acquire.

It becomes necessary for the core faculty to work with those individuals who must present the competencies in the introductory courses outside the area

of Multicultural Education in order to provide them with the particular knowledges, skills and attitudes they need to deliver the generic competencies and objectives at that phase. This is Phase I of the undergraduate training program.

Moving from that phase, one of the major courses required for all preservice teachers and one which is usually taken before the courses in methodology is "Teaching in a Multicultural Society." This course deals with some anthropological, sociological and psychological aspects of multicultural education, such as racism, attitudes, human relations, values and value systems. To provide an idea of the tone of this course two of the experiences are Bafa Bafa, a simulation game which provides an understanding of the concept of culture and a community analysis project which requires the student to spend time in a community setting to observe a community and analyze it from a sociological, anthropological, and psychological perspective.

In terms of generic competencies, other components are found within the methods block. Here there are several aspects which should be considered to insure that each student has experiences with diverse types of school settings, not just inner city, but also suburban, rural and urban. Particularly the student should be placed in situations which they are possibly not accustomed. However, working under certain constraints we have found that it is impossible for the preservice teachers to have direct experiences in all of the possible kinds of settings that may exist. Therefore, the idea is to try and give them some particular generic kinds of learnings that are transferable. In accordance with Bruner's ideas of heuristics, how to operate effectively and compassionately in cross-cultural settings and what things to look for becomes their major objective.

As the students move into their student teaching settings, there are other competencies they must experience. These, however, are more in terms of the aspect of assessment and evaluation to determine if they have learned what was previously presented, i.e. a summative evaluation.

The actual student teaching experience is under certain restraints in that it is only one experience except in the cases of bilingual or early childhood education majors where we are able to provide several different school experiences.

The area on the undergraduate level that has provided the most problems is the secondary program. We have been working on this since 1972 and have done a number of things with which we have not been wholly satisfied. We are faced with the problem that secondary majors receive their degrees from "other schools" or colleges. We are certifying them with eighteen or twenty-four hours at the most. Subsequently, it becomes important for us to have generic competencies that permeate the courses, such as the beginning courses and the methods block.

The control of secondary degrees in Arts and Sciences has led us to work informally to a great extent with professors in the other colleges. It is important in this area for the faculty in the Multicultural, Bilingual, and Ethnic Studies core within the College of Education to develop contacts and to develop a relationship which enables them to have some influence and impact on the professors who are in charge of secondary majors in the other colleges. We have developed contacts and have worked with faculty in the sciences, sociology, psychology and other departments in order to restructure secondary majors' programs to reflect NCATE Multicultural standards.

During this past school year, we have also appointed a task force to study the secondary programs and to determine what can be done to provide more multicultural experiences for secondary majors.

In closing, it should be noted, that there will be an evolutionary development in the multiculturalism of a teacher training program:

> In the beginning there will be a concentration on specific courses for students to take. This does not really meet the NCATE standards.
>
> The second or intermediate stage, as Geneva Gay calls it, focuses on interrelated courses and programs related to multicultural education.

At the University of Houston we established programs, such as Bilingual Education, Multicultural Education and Ethnic Studies, which concentrated on the multicultural process. This stage will partially meet the NCATE standards.

The third stage is the general orientation to the philosophy of multiculturalism. It does not mean the addition of a lot of courses but the reorganization and restructuring of the courses now being taught. It is more or less a process. Although more nebulous and more difficult to grasp, it is the type toward which everyone should move because it means the permeation of the teacher training program presently in existence and its restructuring to embrace a philosophy of multiculturalism as opposed to a philosophy of monoculturalism.